



SMSC Key Concepts Progression Map



Key Concept	EYFS	KS1		KS2			
	Nursery & Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Spiritual	<p>R.E & Music</p> <ul style="list-style-type: none"> Children will know and talk about people who are special to them including family members and friends and know what makes a good friend. N & R Children will know Jesus is special to Christians. N & R Children will understand different faiths, beliefs and celebrations exist and will learn about Diwali, Chinese New Year, Valentines Day, Mother's Day, Father's Day and why and how Christians celebrate Christmas and Eastertime traditions. N & R Children learn a range of songs linked to different festivals, celebrations and times of the year. N & R <p>Science</p> <ul style="list-style-type: none"> Children learn about the differences between themselves and others in terms of physical appearance, language and beliefs. N & R Children will learn about why our world is special and why and the ways that we can help to protect the planet including recycling, saving water and energy, putting litter in bins and showing care and respect for all living things. N & R Children plant seeds, care for them and observe them grow as they grow. N & R Children have an animal encounter from Kirkleatham Owl Centre and learn about the animals they bring. N Children observe the different stages in the life cycle of a butterfly - Insectlore butterflies. N & R Children visit the farm and learn about animals and their babies and how to look after them. R Children explore awe and wonder through a range of sensory activities, STEM experiments, everyday practical activities and spontaneous experiences. N & R <p>Geography, History & science</p> <ul style="list-style-type: none"> Children will learn about the different seasons and the changes that occur throughout the year in their local environment N & R <p>Art & DT</p> <ul style="list-style-type: none"> Children look at paintings, environmental art and sculptures from a range of different artists and cultures and talk about their feelings, likes and dislikes relating to the art pieces. Children also create their own art in the style of different artists using different media and materials. N & R 	<p>RE</p> <ul style="list-style-type: none"> Children will understand 'what is a Christian' and what this means to them. Through a visit from a 'Christian parent/vicar' Children will understand the different places of worship (church, mosque, synagogue) and why they go there (pray, worship, community, sing, celebrations). Children will understand why Christians celebrate Christmas through the story of Christmas and a visit from the vicar. <p>PSHRE</p> <ul style="list-style-type: none"> Children develop an understanding of health care routines through Mindfulness Cosmic Yoga. Children will develop an increase in self-confidence through 'Sunshine Circles'. PSHRE/Skills Builder Sessions Children will discuss how we can identify positive and negative thoughts and how we can think of different, more positive ways, to think about things. (Well-Being) Children will learn and understand the significance of Christmas through the nativity performance. Children will learn biblical stories through songs/hymns during hymn practise. 	<p>RE</p> <ul style="list-style-type: none"> Children will look for similarities and differences between stories from the Bible, Qu'ran and Torah and how they guide each religion in deciding what is right and wrong Children will consider their own beliefs and how they are similar/different to the teachings in holy books Children will learn about Islamic and Jewish beliefs, practices and celebrations Children will visit a Mosque to meet with religious leaders, discuss their learning with them and deepen their knowledge by asking questions. Children will compare Jewish and Islamic religious festivals with celebrations they participate in. Children will meet with a local vicar throughout the year to discuss religious festivals and why they take place. <p>PSHRE</p> <ul style="list-style-type: none"> Children will learn how to develop respectful relationships with people and animals. Children will understand that a key British Value is 'Individual Liberty' and that means everyone has the freedom to choose and follow their own faiths. Children will learn about diversity in the community and the importance of tolerance. <p>Art</p> <ul style="list-style-type: none"> Children will learn about a range of artists from around the world and where their inspiration came from. Children will learn about key aspects of African Culture and recreate examples of traditional African Art. <p>Geography</p> <ul style="list-style-type: none"> Children will compare their way of life in Eston to those of people living in Kenya, Antarctica and a South American Rainforest. <p>Science</p> <ul style="list-style-type: none"> Children will learn about a range of habitats across the world. <p>Music</p> <ul style="list-style-type: none"> Children will learn about traditional British and African music and it's origins. <p>History</p> <ul style="list-style-type: none"> Children will learn about significant individuals from around the world and how their own beliefs influenced their lives. Children will compare their lives now with people throughout history from around the world. 	<p>RE</p> <ul style="list-style-type: none"> Children will understand what people believe about God and how this underpins their spiritual journey in Christianity, Islam and Hinduism. Children will develop a deeper understanding of why people pray. Children will understand the importance of the church to Christians through a visit to Christ Church Eston. Children will develop an appreciation of the importance of the Bible in Christianity. Children will understand the significance of religious festivals such as Eid, Passover and Diwali. <p>PSHRE</p> <ul style="list-style-type: none"> Children will develop an understanding of self-care routines that support their mental wellbeing. Children will know how different relationships and conflicts can affect their mental well-being and learn ways to help them. <p>Geography</p> <ul style="list-style-type: none"> Children will know how Hindus use the River Ganges as part of their spiritual beliefs. Children will understand how native tribes and the rainforests are linked together and rely on each other for their survival. <p>Music</p> <ul style="list-style-type: none"> Children will understand how ballads support spirituality for some people. Children will learn about the rag and tal in Indian music. Children will learn about the importance of music in its New Year celebrations. <p>Art</p> <ul style="list-style-type: none"> Children will learn about prehistoric art and its importance to the people who have created it. Children will explore different techniques using clay. <p>History</p> <ul style="list-style-type: none"> Children will learn about the significance of Stonehenge and explore its possible uses including that as a religious place. Children will learn how Henry Bolckow helped to support the well-being of miners and their families. 	<p>RE</p> <ul style="list-style-type: none"> Children will and express their understanding and ideas about Jesus as an inspiration to Christians and to others. Children their own links between Jesus' teachings and Christian beliefs. Children will make connections between the concept of inspiration and the teaching of Jesus, and to make links between inspiring people from different settings. Children will describe how Hindus express their faith. Children suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Children will know the similarities and differences between religious ceremonies (Christianity, Hinduism and Judaism). Children will know the Ten Commandments and understand their importance in guiding the lives of Jewish people. Children will know examples of individuals whose actions have been influenced by their religious beliefs and teachings. 	<p>RE</p> <ul style="list-style-type: none"> Children will reflect on their own religious beliefs by discussing key terminology such as agnostic, atheist and theist and identifying with one of these. Children will understand the importance of the Church (as well as other religious places of worship) through a visit to the Christ Church in Eston. Children will explain why some people believe in God and reflect, respecting other faiths regardless of their own beliefs. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand the importance and value that having your own thoughts and opinions can have on society. Children understand the positive impact that sharing feelings can have. Children will talk about a range of faiths and respect the different ethnicities in Britain. Children will understand that Blues music is a way of sharing feelings, often of sadness or worry. It is a form of expression and is often a way of reflecting on personal experiences. <p>Art</p> <ul style="list-style-type: none"> Children will understand that artists use colour to represent how they are feeling as a way of expressing themselves. 	<p>RE</p> <ul style="list-style-type: none"> Children will express ideas about the differences between the Muslim and Christian belief of judgement day and the idea of reincarnation held by Buddhists and Hindus when considering what happens when people die. Children will reflect on spiritual, moral, social and cultural issues to understand other people's experiences. Children will suggest reasons why some believers, see generosity and charity as more important than buildings and art. Children will make connections between beliefs and behaviour in different religions Children will make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion Children will make connections between belief in the Ummah and teachings and sources of wisdom in Islam Children will reflect on spiritual, moral, social, and cultural issues to understand other people's experiences. <p>History</p> <ul style="list-style-type: none"> Children will explain how the gods influenced the Ancient Mayan civilisation through human sacrifice and daily worship to Gods like to Maize God. <p>Art</p> <ul style="list-style-type: none"> Children will reflect on personal experiences to convey through their own piece of abstract or surrealist art. Children will explain how studying other artists work has influenced and developed their own. Adapt and refine own work in the light of evaluations. <p>Music</p> <ul style="list-style-type: none"> Children will constructively critique their own and others' work, using musical vocabulary. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand that everyone has the right to privacy and that some things must never be shared online. Children will understand that the choices I make about my body have consequences.
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			<div>DT</div> <ul style="list-style-type: none">Children will try and evaluate a range of African fruits.				
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Moral	<p>PSHRE</p> <ul style="list-style-type: none"> Children understand how to behave (school rules) , play and work together throughout the day/session and take part in regular circle time discussions to listen to one another, develop concentration and turn taking and share ideas and view points. N & R Children develop understanding of how to use talk to resolve conflicts and work co-operatively together, sharing and taking turns. N & R Through stories such as fairy tales, children explore right and wrong behaviours and consequences, understand and learn about the view points of others from differing perspectives. N & R Children will learn to develop positive relationships and understand the role of police officers. Children will understand the difference between right and wrong, making choices and how actions and behaviour have consequences - visits from local police officer/PolEd. N & R <p>RE</p> <ul style="list-style-type: none"> Children will learn about simple moral and ethical issues through biblical stories such as Goliath, Noah and The Easter Story. N & R 	<p>PSHRE</p> <ul style="list-style-type: none"> Children will learn and know the school rules and apply them throughout the day. Children will begin to understand that we need class rules and with guidance will develop their own class charter. Children will develop a sense of right and wrong and respect for each other and property through discussion and acting out scenarios. Children will understand and appreciate the viewpoints of others through regular THRIVE sessions and skills builder. POL-ED (to be confirmed) <p>Children will develop understanding of 'what is litter and why it is bad for our environment.</p>	<p>RE</p> <ul style="list-style-type: none"> Children will understand about their own actions and consequences through the story of the good Samaritan. Children will compare Passover, Eid al Fitr and Easter to investigate the differences and have reasoned views to enhance their understanding and appreciation of different religious festivals. Children will discuss how Christians and Muslims perceive their neighbour and look at how the different sacred books guide them through life to mark right and wrong. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand the role of the RNLI and appreciate their formation to keep us safe during times around the coast. Children will debate the use of animal products and specially look at hunting animals to decide whether it is right or wrong. Children will debate around the ethical dilemma of zoos being used as an entertainment platform and discuss how this has changed public perception. Children will identify and apply knowledge of individual liberty to discuss actions they are allowed to do with free will and actions that would be against the law. Children will look at the banking system and identify items that they need and want to be able to understand the difference. Children will understand why we have charities and how they support people around us. Children will identify a rule of law and discuss the difference between a rule and a law. Children will understand the dangers of medicine and apply knowledge of how to utilise them. Children will evaluate and understand the uses of the internet and how to navigate the difficulties of social interactions online. <p>History</p> <ul style="list-style-type: none"> Children to investigate and debate around ethical issues such as character status. The children will debate whether Captain Cook and Christopher Columbus should be identified as an explorer or an invader. Children will understand that actions have consequences and can cause a change in society through the use of teaching of significant individuals such as Rosa Parks, Nelson Mandela, 	<p>RE</p> <ul style="list-style-type: none"> Children will use Bible stories to develop their understanding of temptation and forgiveness. Children will make links between Bible stories and British Values. Children will understand that Christians use their traditions and beliefs to guide them through life and when making choices. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand the reasons we have laws and the importance of these. Children will know what the UN Convention is and the rights of children Children will understand that adults and children have responsibilities and will be able to identify what some of these are. Children will learn the importance of using the internet safely and the reasons why there are age restrictions online. Children will learn about the dangers of household products. Children will respond to different scenarios about making the right choices (within their friendship groups) and when medicines/household products should be/not be used. Children will learn about the money and the different ways that they can get money including through working <p>Geography</p> <ul style="list-style-type: none"> Children will understand how the River Ganges can be managed sustainably and why this is important. Children will learn how the rainforest can be protected and how we have a duty, morally, to support with this as a citizen of the world. Children will learn about the ways land is used and its impact on the local area. Children will learn about Fairtrade and how it supports different communities <p>History</p> <ul style="list-style-type: none"> Children will debate whether Bolckow and Vaughan were good employers. The children will be asked to consider whether the ironstone mines had a positive or negative impact on Eston. Children will discuss reasons for and against the invasion of Britannia from the point of view of the Emperor's advisors. Children will learn about the impact the Roman invasion had on Boudicca. Children will explore whether the Romans' legacy was positive or negative. 	<p>RE</p> <ul style="list-style-type: none"> Children will know various non-religious ways people determine right from wrong, such as through philosophy, ethics, and societal norms. <p>Geography</p> <ul style="list-style-type: none"> Children will describe how human activity can have a negative effect upon the environment through pollution. 	<p>RE</p> <ul style="list-style-type: none"> Children will express their understanding of what Jesus would do in various moral dilemmas from the modern world today. Children will explore Jesus' teachings on forgiveness and the difference between right and wrong. Children will understand the importance of values to live by and compare them to Christian ideas. Children will understand that Christians have a different viewpoint on how the world was created compared to the big bang theory. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand the rules and laws in Britain and the importance of these. They will be able to explain these using examples. Children will be able to share scenarios in which they are right or wrong and what they could have done differently. Children will understand the negative impact that stereotypes can have on people. <p>Geography</p> <ul style="list-style-type: none"> Children will discuss the positives and negatives of renewable energy and the moral and socioOeconomic impact this can have on the community. 	<p>PE</p> <ul style="list-style-type: none"> Children will umpire and score games when completing Net and Wall in PE. <p>RE</p> <ul style="list-style-type: none"> Children will express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. Children apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning Children will suggest ideas about why humans can be both good and bad, making links with Humanist ideas. Children will suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Children will express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied Children will reflect on spiritual, moral, social, and cultural issues to understand other people's experiences. <p>PSHRE</p> <ul style="list-style-type: none"> Children will reflect on what changes I would like to see in the world and think about what I could do to help make this happen. Children will understand that human rights are universal and it is not acceptable to take actions which are against people's rights. Children will research human rights issues and share my thoughts and findings. Children will identify things they can do to respect and protect the rights of others. <p>Geography</p> <ul style="list-style-type: none"> Children will discuss the impact that global warming is having on the Earth and suggest ways in which this can be reduced or prevented (polar ice caps melting, rising sea levels, increased coastal flooding and extreme weather patterns) and the negative consequences for humans and animals (loss of habitats, increases in extinction), and can suggest ways in which human activity is contributing to this process (burning of fossil fuels, deforestation and plastic pollution).
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			<p>Christopher Columbus and James Cook.</p> <p>Geography</p> <ul style="list-style-type: none">Children will understand that there are set social systems in place to help everyone navigate modern life such as standard directions. The children would ask what would life be like with out them?	<p>Art</p> <ul style="list-style-type: none">The children will discuss the differing opinions about Rachel Whiteread's artwork using negative space.			<p>History</p> <ul style="list-style-type: none">Children will acknowledge different points of view expressed and justify why the understanding of different historical perspectives are important in understanding and interpreting history. <p>Science</p> <ul style="list-style-type: none">Children will know the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
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	<p>R.E.</p> <ul style="list-style-type: none"> Children will understand they are part of a family and part of a school community. Parent/carers come into school for family learning events, plays and school fayres. Visitors are invited in to talk to the children about their jobs linked to careers week and People who help us themes. N & R Children will learn about other faiths through a child's eye viewpoint, focusing on special buildings, special books, celebrations and artefacts. (R) <p>PSHRE</p> <ul style="list-style-type: none"> Children understand how to behave, play and work together throughout the day/session and take part in regular circle time discussions to listen to one another, develop concentration and turn taking and share ideas and viewpoints. N & R Children develop understanding of how to use talk to resolve conflicts and work co-operatively together, sharing and taking turns. N & R Children will learn about the voting process and learn to listen and respect the opinions of others. (R) 	<p>RE</p> <ul style="list-style-type: none"> Children will learn about the importance of the Christian church to the community. Children will talk to a Christian about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities to show they belong (Christian Parent or vicar) <p>PSHRE</p> <ul style="list-style-type: none"> Children will learn how to stay safe around medicines through a visit by a pharmacist into school. Children will participate in a litter pick around school to develop their importance of taking responsibility of their environment. Children will begin to learn some ways to keep safe on-line. Children will know that the first team they belong to is their 'family' team. They will begin to know families can be different and begin to learn some ways in which family take care of them. 	<p>RE</p> <ul style="list-style-type: none"> Children will look for similarities and differences between stories from the Bible, Qu'ran and Torah and how they guide each religion in deciding what is right and wrong Children will consider their own beliefs and how they are similar/different to the teachings in holy books Children will visit the mosque to meet with religious leaders from different religious backgrounds to their own. Children will meet with a local vicar throughout the year to discuss religious festivals and why they take place. PSHRE Children will understand that a key British Value is 'Individual Liberty' and that means everyone has the freedom to choose and follow their own faiths. Children will learn about diversity in the community and the importance of tolerance. Children will understand what charities do and why people support them. Children will learn how to develop respectful relationships in real life and online. Children will learn how to work in a team. Children will learn how banks work, the importance of saving money and when to spend it. Children will understand why we have laws. Children will understand that democracy means that everybody gets a say in decisions made about our country. Careers Children will be visited by a range of professionals to discuss their careers and career paths. P.E Children will participate in a range of sporting events which encourage collaboration with a range of children and the development of good sportsmanship. History Children will learn about oppression caused by conflicting beliefs of famous explorers and the countries they visited. Children will learn about oppression and how it was addressed during the civil rights movements. Children will consider their own viewpoints on this and take part in debates. Geography 	<p>RE</p> <ul style="list-style-type: none"> The children will understand what it means to be a Christian in Great Britain. The children will learn how the Christian church supports the local community during a local visit. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand how to behave appropriately in the online world. Children will know that friendships have ups and downs and this is part of a friendship. Children will understand that a team can have an impact on people falling out, it is not necessarily just down to one person, and they can be part of the resolution too. Children will know how to resolve an issue where communication between friends has gone wrong or has broken down. Children will know who to go to for support. Children will understand what makes a safe and healthy relationship. Children will work collaboratively to develop role plays for given scenarios such as friendship conflicts and their solutions. <p>Science</p> <ul style="list-style-type: none"> Children will work together to plan and carry out a range of investigations in the themes of Rocks, Light and Forces. <p>History</p> <ul style="list-style-type: none"> The children will work collaboratively to complete a plan of a Roman settlement. The children will learn how the Roman Army worked and trained together to become a formidable force. The children will learn how the Roman Army community lived during their visit to Segedunum. The children will learn about the different jobs carried out by miners and the importance of team work in this environment. The children will learn how the mining community worked together and supported each other The children will explore the impact the growing mining community had on Eston. Children will discuss the changes in their local environment walk during their local history walk. The children will learn how the Stone Age nomadic community worked together, their different roles to survive and how this changed into the Bronze and Iron Ages. <p>Geography</p>	<p>Art</p> <ul style="list-style-type: none"> Investigate, combine and organise visual and tactile qualities of materials and processes when making something. <p>PSHRE</p> <ul style="list-style-type: none"> Children will explain what democracy is, and why it is important. Children will know that each family has their own set of values, but most want to love, care and protect one another. Children will make links and identify what makes families similar or different. 	<p>RE</p> <ul style="list-style-type: none"> Children will understand how Christians help those from different socio-economic backgrounds by offering their time to help or charitable organisations that they can refer them to for support. The children will learn how the Christian church supports the local community through charitable donations or volunteering during their visit to Christ Church in Eston. Children will describe different places of worship, such as a mosque, church and temple. They will explain why places of worship are important to those attending. Children will explain the difference between attending mandir and worshipping at home, comparing the similarities and differences. Children will compare Reform and Orthodox Judaism. <p>PSHRE</p> <ul style="list-style-type: none"> Children will discuss uncomfortable feelings and coping mechanisms, understanding that its ok to not feel ok, but managing these emotions effectively and appropriately. Children will discuss what makes a good friend and by doing so, explaining the difference in right and wrong, understanding the effects of both a positive and a negative role model. Children will understand how the importance of staying safe online and the dangers the online world can pose. Children understand the British values relating to the different kinds of people who live in the UK, whether that be race, religion or cultural belief. Children understanding the laws in the UK and the rules that must be followed. Children understand the consequences if they do not follow the law. <p>Geography</p> <ul style="list-style-type: none"> Children will recall the positive effects of the river and land use along the River Tees for socio-economic gain. Children will understand that the River Tees increases tourism and jobs, for example Tees Barrage. Children will understand the main use of the River Nile and how this would aid communities, such as supplying food and water and transport. 	<p>RE</p> <ul style="list-style-type: none"> Children will reflect on spiritual, moral, social, and cultural issues to understand other people's experiences. Children will make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion Children will make connections between beliefs and behaviour in Islam. Children will make connections between belief in the Ummah and teachings and sources of wisdom in Islam Children will outline the challenges of being a Muslim in Britain today Children will make connections between beliefs and behaviour in Hindu religions. Children will outline the challenges of being a Hindu in Britain today Children will make connections between beliefs and behaviour in Christian religion. Children will make connections between belief in the grace of God teachings and sources of wisdom in the three religions. Children will outline the challenges of being a Christian in Britain today <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand the link between thoughts, feelings and behaviours. Children will explain the consequences of not respecting the rights of others. Children will turn negative thoughts into positive thoughts Children will understand the concept and impact of positive thinking. Children will identify helpful and unhelpful thoughts. Children will name some strategies to deal with unhelpful thoughts. <p>Geography</p> <ul style="list-style-type: none"> Children will recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change. <p>History</p> <ul style="list-style-type: none"> Children will describe the negative or positive impact of WWII on contemporary society. E.g. High death toll and casualties, economic decline resulting in poverty,
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			<ul style="list-style-type: none"> Children will learn about pollutants, the impact of pollution and how they can reduce their contribution to it. 	<ul style="list-style-type: none"> Children will work collaboratively to explore different land uses around the world. <p>Music</p> <ul style="list-style-type: none"> Children will work collaboratively to write a set of ballad lyrics and perform these in their group. Children will develop a piece of drama in groups to tell the story of A Night on Bare Mountain Children will work in pairs to compose and perform a layered pentatonic scale piece in Chinese New Year. <p>PE</p> <ul style="list-style-type: none"> Children will work in small groups to create and present a sequence of movements in dance. Children will work in pairs and small groups to create and present a sequence of movements in gymnastics. Children will work together in teams during their invasion games topic. <p>English</p> <ul style="list-style-type: none"> Children will be taught how to peer assess in writing and provide constructive feedback. <p>Pedestrian training</p> <ul style="list-style-type: none"> Children will learn how to stay safe in their local environment. 		<ul style="list-style-type: none"> Children understand how crime and punishment has changed throughout the ages. This will include the introduction of laws to protect members of the community. 	<p>development of atomic bomb, holocaust and independent nations, technological advances and gender equality.</p> <p>Music</p> <ul style="list-style-type: none"> Children will record their own composition using appropriate forms of notation and/or technology. Children will constructively critiquing their own and others' work, using musical vocabulary. Children will work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Children will perform a solo or taking a leadership role within a performance. Children will perform with accuracy and fluency from graphic and staff notation and from their own notation. Children will perform by following a conductor's cues and directions.
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Cultural	<p>PSHRE, History & Geography</p> <ul style="list-style-type: none"> Children will learn about key historical figures, buildings and events such as Guy Fawkes, King James the first, Buckingham Palace, Houses of Parliament, the Royal Family and the Prime Minister (R) Children will learn about key historical figures, buildings and events such as St. George, comparing castles and houses, palaces, The Royal Family and singing the National Anthem (N) Children will learn about the voting process and learn to listen and respect the opinions of others. (R) Children will learn about other faiths through a child's eye viewpoint, focusing on special buildings, special books, celebrations and artefacts. (R) Children will learn about different houses and homes, where they live and the local area and what it is like to live in different parts of the world - Africa- R Arctic - N <p>Art & Music</p> <ul style="list-style-type: none"> Children explore and learn about different cultures linked to themes and festivals such as Africa, Diwali, Chinese New Year through song, dance, musical composition, materials and media. N & R 	<p>PSHRE</p> <ul style="list-style-type: none"> Children will begin to develop an understanding of diversity through looking at children from different cultural backgrounds and ethnic groups (activities and discussions). Children will learn who the king is and begin to learn what his role is. <p>RE</p> <ul style="list-style-type: none"> Children will begin to understand and compare the different 'naming' celebrations/festivals of Christianity, Islam and Judaism. 	<p>RE</p> <ul style="list-style-type: none"> Children will understand why Eid Al Fitr is celebrated and be apart of planning an Eid Mubarak festival. Children will visit South Bank Mosque to have the opportunity of speaking to religious leaders, appreciate the different in religion and observe participation of a pray from Islam. Children will compare and contrast different lifestyles and festival celebration between Christianity, Islam and Judaism. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand that food travels from all around the world and understand why certain cultures can access certain foods easily and identify why they become a staple part of different diets. Children will debate around the ethical dilemma of zoos being used as an entertainment platform and discuss how this has changed public perception. Children will identify a rule of law and discuss the difference between a rule and a law. Children will be able to understand how a democracy works through a day in politics where the children will be able to make their own government party and set out key aspects. Finally ending with a vote. <p>History</p> <ul style="list-style-type: none"> Children will investigate the life of 2 significant individuals across the world and look at how their actions have changed society ruling across the globe. Children will identify the definition of oppression and look at how oppression has changed through the ages in this country and overseas. Children will compare how life was in 1400's Britain compared to now and evaluate the impact on modern day life. Children will understand how the UK was formed and look at how each country joined to understand how the structure of the modern-day UK was formed. Looking at family relations, war and governments. <p>Geography</p> <ul style="list-style-type: none"> Children will understand key facts around the 4 home nations looking at how traditions were formed and how they still impact life today. Children will compare UK to a non-European nation and be able to state clear cultural differences and factors that 	<p>RE</p> <ul style="list-style-type: none"> Children will understand why festivals and celebrations such as Eid, Passover and Diwali are important to Muslims, Jews and Hindus. Children will learn about the ways different religions belief in God (Islam, Christian and Hindu) and how this is shown through their traditions <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand what it meant to be British, our rights and responsibilities in Britain and how our country is run. Children will understand the importance of the UN Rights of the Child Children will explore what diversity means for people living in Britain. <p>Geography</p> <ul style="list-style-type: none"> Children will learn how local tribes are affected by deforestation and how all world citizens contribute to this. Children will learn about the culture of the native rainforest tribes and the impact deforestation has on them. Children will learn about the importance of Fairtrade on communities of different socio-economic backgrounds in areas such as the Dominican Republic <p>History</p> <ul style="list-style-type: none"> Children will understand the legacy left behind following Roman Rule eg roads, arches. Children will understand how communities changed from the Iron Age following the Roman invasion. <p>Art</p> <ul style="list-style-type: none"> Children will learn different styles of art through history and how art can tell stories from different cultures such as Stone Age art and Roman pottery. <p>Music</p> <ul style="list-style-type: none"> Children will listen to and explore they styles of music from India, America (Jazz) and China. <p>Black History Month</p> <ul style="list-style-type: none"> The children will learn about Rosa Parks and consider the importance of her Christian beliefs when carrying out her protest <p>PE</p> <ul style="list-style-type: none"> Children will take part in different sports provided by the school sports partnership allowing them the opportunity to develop skills in sporting activities such as tri golf. 	<p>Geography</p> <p>Children will know the reasons why migrants are coming to Greece, and understand the complex social, economic, and political factors involved in migration.</p> <p>History</p> <p>Children will know how oppression affected the lives of the poor, including quality of life, education, sanitation and child labour. (class system)</p> <p>PE</p> <p>Children will attend annual sporting events in striking and fields and quad athletics where they will compete against other schools.</p>	<p>RE</p> <ul style="list-style-type: none"> Children will understand the importance of respecting different religious groups through knowledge and shared discussion regarding tolerance. Children will understand that Muslims give some of their wealth to charity to practice 'zakah' after they have paid for necessities for their family. Children will understand how Christians implement generosity into their life and give back to the community both financially and physically with their time and money. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand that Britain is made up of different ethnicities and cultures that we can learn from. Children will understand how different faiths can come together and have similar viewpoints, as well as differences. <p>Music</p> <ul style="list-style-type: none"> Children will understand that Holi festival is a way of using colour to represent how they are feeling and the cultural link they have to colour. Children will explore South and West Africa, looking at how certain tribes use clicks or sounds with their mouths to communicate. Children will understand that 'The Click song' is sung in the Xhosa language. <p>Art</p> <ul style="list-style-type: none"> Children will understand that artists are often influenced by culture and community. Children will know that an art installation allows the artist or the viewer an immersive experience and one that can have a profound affect on an individual and/or community. 	<p>RE</p> <ul style="list-style-type: none"> Children will reflect on spiritual, moral, social, and cultural issues to understand other people's experiences. Children will suggest reasons why some believers, see generosity and charity as more important than buildings and art. <p>Geography</p> <ul style="list-style-type: none"> Children will know that fair-trade is a system of certification that aims to ensure a set of standards are met in the production and supply of a product or ingredient. For farmers and workers, Fairtrade means workers' rights, safer working conditions and fairer pay. For shoppers it means high quality, ethically produced products. <p>PSHRE</p> <ul style="list-style-type: none"> Children will understand that no one can take away my rights. Children will understand that human rights are universal and it is not acceptable to take actions which are against people's rights. <p>History</p> <ul style="list-style-type: none"> Children will describe how their own lives have been influenced by a significant individual movement from this period of history. E.g. Technological advances and gender equality. Children will know that the first democracy began in Athens; women were unable to vote, own land or inherit; however, Spartan women had to do physical training and were permitted to own land. Children will know that Ancient Greece played a key role in the western world's understanding of democracy, education, entertainment and philosophy. E.g. Hippocrates and medicine, Pythagoras and his mathematical theories, Socrates, Plato, Aristotle- the founding fathers of western philosophy, Greek architecture, the Olympic Games and democratic governments. <p>Music</p> <ul style="list-style-type: none"> Children will evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
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